New Education Readers

BOOK ONE

AMERICAN BOOK COMPANY
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NEW EDUCATION READERS

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BY

A. J. DEMAREST

Superintendent of Public Instruction, Hoboken, New Jersey

AND

WILLIAM M. VAN SICKLE

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO

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NEW ED. READ. BK. I.

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PREFACE.

THE plan of teaching reading as presented in this book, is a combination of the best features of the word, phonic, and synthetic methods, and hence it is called the "Synthetic Phonic Word Method."

It has been truthfully said, "We cannot expect the child to reason for himself during the first year at school. He must have a competent guide and be led to observe, to think, and to reason. That guide must of necessity be the teacher, who, in order to attain the highest results, must be thoroughly conversant with the method she is to teach."

Many of the methods in vogue to-day lack definiteness of purpose, and require a specially trained teacher in order to present them successfully. These methods, instead of serving as an aid to good teaching, become a stumbling block, and thus many a willing teacher in her earnest endeavors to keep abreast of the times, has been confronted with a dismal failure at the close of the reading period.

In order to remove these serious objections and to enable teachers to become skilled in the art of teaching reading by following a definite and systematic plan, the "Synthetic Phonic Word Method" which has been in practical use in several graded and ungraded schools for the past two years, is presented as a guide for them in teaching beginners in their first efforts to learn to read.

This method is based on a thorough knowledge of phonics. It is only through a knowledge of the elementary sounds and the conventional

relation of letters, that children are able to combine letters into words, and then in turn to use these "units of thought" and build simple sentences. Therefore the first essential in teaching a child to read is the mastery of words or getting a vocabulary. This is secured through a knowledge of phonics and word-building. The next step is the application of that knowledge to the proper construction and intelligent reading of sentences. Intelligent thinking must of necessity precede intelligent reading. This will secure thought reading. The many advantages of this method are briefly stated as follows:—

1. The lessons are systematically planned on four distinct lines *for each day.*
2. Simple, concise directions are given for each line of work.
3. Systematic reviews are given which are essential to the rapid and thorough advancement of pupils. Practice alone makes perfect.
4. The sound pictures are printed in outline and are thus easily reproduced upon the blackboard.
5. A continuous story, drawn from child life, is given for teaching the "sound elements."
6. The subject-matter is selected from the speaking vocabulary of young children; child life and games are given a prominent place.
7. The children acquire and learn to use with facility a more extensive vocabulary than is usually attained through other methods, and are thus placed in a position to extend their reading, if obliged to leave school, as many are, at a very early age.
8. The lessons are carefully graded, while the sentences are short and complete in thought.
9. It is suited to the wants of graded and ungraded schools.
10. It is the only method based on phonics in which the reading lessons are free from diacritical marks, a feature so objectionable to many teachers. The words are presented in the form in which they are found in any book or paper.

11. Special stress is laid upon the development and immediate application of blend words in the reading lessons. The blend words have a special value in themselves. (*a*) They enable the teacher to give a thorough phonetic drill; when a sound element has been taught it is absolutely necessary to have a carefully selected list of words for the drill. It is only by doing, that a child learns. This drill is an excellent aid to distinct and correct articulation. (*b*) They enlarge the pupil's vocabulary and show him how to build words for himself. A pupil's ability to read is not tested solely from the class reader. His mastery of words should be such as to enable him to read, at sight, any book of a corresponding grade.

12. Appropriate poems are introduced which are to be read or told to the pupils. They have their place in school readers of this grade, and will help to stimulate the pupils to read good, wholesome literature.

The authors beg leave to acknowledge their indebtedness to Houghton, Mifflin & Co. and Little, Brown & Co., for the copyright poems used in this book.

A. J. DEMAREST.
WM. M. VAN SICKLE.

DIRECTIONS TO TEACHERS.

Do not undertake to teach this method until these directions are mastered.

This book includes the work of the first five months at school.

The system is divided into two important parts: the *Foundation Work*, which must be thoroughly taught before the book is placed in the hands of the pupils, and the *Practical Application* of this preliminary drill to reading from the book.

THE FOUNDATION WORK

is outlined on pp. 19 to 94. From forty-five to sixty days (nine to twelve weeks) should be devoted to this work. It should include four distinct lines of daily drill: —

1. Drill on the consonants. (Phonic Method.)
2. Drill on the stock words. (Word Method.)
3. Drill on the blend words. (Synthetic Method.)
4. Drill on thought reading and reading for expression. (Sentence Method.)

These four lines of work should be presented in the order named, the teacher making *free use of the blackboard* and of perception cards. Experience proves that it is better to have from four to six short periods each day for reading than one long one. Teach the consonants and stock words at one period, then follow with some line of work entirely different in character, as singing or physical culture. The blend words will furnish work for another period; also the sentence reading. It will therefore be seen that the reading in its full scope should be divided into three distinct periods both in the forenoon and the afternoon, the latter being largely review work. Throughout the foundation work, script characters only should be used, and the reading lessons proper should be

written on the blackboard, a sentence at a time, and in that manner read by the pupils, before the same is taken up as a whole. When the pupils are ready for the book, these reading lessons will be reviewed from the printed page, and the transition from the script to the printed form will be very easily made. Do not under any circumstances place the book in the hands of the pupils until the *foundation work has been thoroughly mastered.* Thoroughness is an essential element of success, and it is obtained only by constant drill and review.

HOW TO TEACH THE CONSONANTS.

The consonants are f, d, m, r, s, h, w, n, p, t, b, v, y, l, z and ş, k and c, j and ģ, sh, wh, ch, th, th, and ğ.

They should be taught in the order named in the daily drills and in connection with stories, told in an interesting manner. See page 12.

The laws of association help the pupils not only to learn readily the sound-names, but when learned in this manner, they will never be forgotten.

The first consonant to be taught is "f." The teacher writes the consonant upon the board. It is then sounded by the class in concert, which should be followed in every instance by individual recitation.

Be particular to see that each pupil gives the sound correctly. Do not give the letter-name, but the *sound-name.* The letter-name should not be given until after the foundation work has been completed. During the first stages of the work, it is better to call upon the different pupils many times during the day for the sound-name. Teach the new consonants only on such days as are specified.

Review. — Before presenting a new lesson, there should be a thorough review of all lessons previously taught. After a number of consonants have been taught, perception cards may be used for the daily review, thus saving time and labor on the part of the teacher. Another good plan for review is to require the pupils to write the consonants from dictation, at the same time giving their sounds.

The stock words are to be recognized at sight, the same as you would a friend or familiar object. All words which stand for objects should be developed objectively; *e.g.*, if the word to be taught is "egg," the teacher may proceed in this manner: A little brown hen lived in the barn. In the barn was a nest, and what do you think was in the nest? *Pupil:* An egg was in the nest. *Teacher:* What is this I have in my hand? *Pupil:* It is an egg that you have in your hand. *Teacher:* Now watch my chalk make a picture of the word "egg." (The teacher writes the word slowly several times in large, bold letters with different colored crayons.) What word have I written? You have written the word "egg." When the pupils are sufficiently advanced to write, you may require one of them to write the word with red crayon, another with white crayon, etc.

Tell the pupils to look carefully at the word and then copy it as best they can on paper or slate. At the conclusion of the lesson, write the new word at the top of the board, or hang a perception card containing the new word in full view of the class. Refer to it many times during the day. All stock words that cannot be developed objectively should be taught conversationally.

A teacher once experienced difficulty in teaching the word "lame." She caught a bright idea. She said: "If you saw a man coming down the street like this (teacher limping across the floor), how would you say he walked?" The pupils grasped the idea at once and said he was lame. In the same way if the teacher will exercise a little ingenuity, she will be able to introduce all the stock words in an interesting manner.

Review. — Use the perception cards in the same manner as in reviewing the consonants. In the review work, it should be the aim of the teacher to have the words recognized instantly. The following devices may be used to increase and keep up an interest in the work: —

(*a*) Place the words indiscriminately upon the board and let the pupils select the given word.

(*b*) Copying given words and naming them.

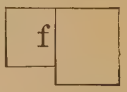
(*c*) Sketch a ladder upon the board and place the words on the rounds; require pupils to ascend and descend the rounds without stumbling.

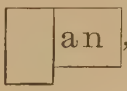
(*d*) Use a flight of steps in the same way.

HOW TO TEACH THE BLEND WORDS.

The first word to be built in this manner is "fan." There are two methods of presenting this work. (*a*) Write the consonant "f" on the board and have it sounded. Then place the word "an" after it, covering the "f," and have it sounded. First have the two parts sounded separately, as "f" and "an," and then blend as "fan."

(*b*) Experience has proved that this work can be done better and more quickly through the medium of perception cards. Present the perception card containing the word

in the following manner: Upon presenting the card, first place a piece of cardboard over the "an," as 

and have the "f" sounded; then cover the "f" and have the "an" sounded, as 

, and finally show the word and have it sounded as a whole.

As soon as any blend word has been developed, the teacher should have the pupils use it in a sentence. In this way, the blend words become at once a part of the pupil's vocabulary. In this method nearly all of the blend words are used in the reading matter on the same day in which they are developed. The exceptions are placed in parentheses and are given so the teacher may have a more extended list of words for a phonic drill on the particular sound element taught that day. If any of the lists are not long enough, she may introduce suitable words of her own to exemplify the required sound element.

The various drills have thus far led up step by step to the desired end in teaching reading, *i.e.* sentence building and sentence reading. In this work, arouse the child's interest. Present every lesson in a live, intelligent manner. The reading lessons given in the book for each day's work should be developed sentence by sentence, after which the pupils may be required to read the complete lesson from the blackboard. This is thought reading. Having done this, the lesson should be erased from the board, when many single sentences should be given for practice and expression. These sentences should embrace the new words of the day and should be read by the question method. The thought of the sentence should first be obtained.

Take the sentence, "The big boy sells pretty flowers." Ask, who sells the pretty flowers? The big *boy* sells the pretty flowers. What kind of a boy sells the pretty flowers? The *big* boy sells the pretty flowers. What does the big boy do? The big boy *sells* the pretty flowers. What does the big boy sell? The big boy sells pretty *flowers*, etc. Thus it will be seen that the sentence, "The big boy sells pretty flowers," can be read to express five distinct ideas. This is expression reading.

These two methods of reading should receive equal attention, and then all reading will be like talking. In all sentence reading, whether from the board or book, first require the class to read the sentences *silently*, and having thus obtained the thought to read them aloud smoothly.

SPELLING AND WRITING.

Writing and spelling are coördinate subjects with reading and should go hand in hand. Writing should be begun at once by requiring the pupils to copy single words with pencil on paper. When sufficient progress has been made, the phrase may be introduced; then the full sentence.

During the first nine weeks only written spelling from copy on the blackboard should be required. The stock words, the blend words, and

the reading lessons furnish the matter for the work. After the foundation work has been accomplished, oral and written spelling should both be required, one receiving as much attention as the other. The teacher should introduce oral spelling by dictating to the pupils the letters which compose the words, *e.g.* s-e-e, f-a-n, etc., requiring the pupils to repeat after her. In a short time the pupils will acquire the names of the letters of the alphabet intuitively, and will then be prepared to go ahead without difficulty and without help on the part of the teacher. In teaching the capital letters, when the small letters are known, pupils will be interested in the story of a little boy, whose name is "n": this is how he looks when he is a boy — "n," but when he grows to be a man he will look like this — "N."

THE PERCEPTION CARDS.

During the foundation and transition stages in the teaching of this system of reading, perception cards should be used for presenting the consonants, stock words, and blend words. These cards should be made of heavy paper of coarse finish, and cut to a uniform size of seven by nine inches.

The small script letters should be made about one and one-half inches high, and the strokes should average nearly one-eighth inch wide.

Full sets of perception cards may be obtained from the publishers, but any ingenious teacher can readily prepare them for herself. India ink and a camel's-hair brush or a rubber marking pencil are the best materials for this purpose.

No teacher should attempt to teach this system of reading without the use of perception cards. In order to handle these cards with facility, a case is quite necessary, which should consist of six compartments of suitable size for the several kinds of cards.

SUGGESTIONS FOR STORIES TO BE TOLD IN TEACHING THE CONSONANT SOUNDS.

FIRST DAY'S LESSON.

One day Fannie and I went into the country to visit Frank. Because Frank was a good boy his father gave him many pets. Frank was very proud of his pets, and wanted to take us to see the brood of chicks. Then we must see the ducks swimming on the pond near the barn. In the barn, we saw an old mother cat with her family of little pussy cats. The mother cat did not want to have company. When Fannie was about to take one of the kittens in her arms, the cat became very cross. She curved her back, opened wide her mouth, and said f—f—f. (Give the sound only, not the name of the letter.) *Teacher:* What did the cross cat say? *Children:* The cross cat said f—f—f.

Teacher writes "f" on the board, but does not give the name of the letter. She also draws a picture of the cat, as on page 19. Individual recitation should follow for a short period only.

To make the sound of "f" press the lower lip upon the upper front teeth and gently force the breath through. To learn the sound of "f" say "f-an," and observe the first sound.

SECOND DAY'S LESSON.

What did the cross cat say to Fannie? *Children:* f—f—f—f.

The next morning, Frank said: "Come, Fannie, let us go down to the barn; I want to show you another pet."

Near the barn, we saw a bird house on the top of a pole.

Frank said: "This is the home of my pet dove." When Frank made a cooing sound the dove came out of its home.

The dove seemed pleased to see Frank, for it kept saying d–d–d–d–d.

Place the tip of the tongue against the roof of the mouth to make the sound.

FOURTH DAY'S LESSON.

Review sounds previously taught before you give the new lesson. Frank said, "We will now go down the lane to see the old brindle cow." Brindle was standing in the long grass near the fence. When Frank stroked her head and called her dear old Brindle, she showed her love for her young master by saying m—m—m—m. Teacher places "m" on the board.

To make the sound of "m" close the lips, separate the teeth, and force the voice through the nose. Use the word "mamma."

SIXTH DAY'S LESSON.

I want to tell you about a very funny thing that happened when we returned to the house. Frank has a dog named "Don." Don was taking his midday nap on the doorstep. Tabby thought she would steal Don's dinner while he was asleep. But Don was not to be caught napping like that. When Tabby was about to help herself, Don jumped up quickly and made a noise like this: r—r—r—r, which frightened poor Tabby so that she jumped upon a bench to get out of Don's way.

Then Tabby made a noise like this to frighten Don: f—f—f. Who can tell what kind of a noise Don made?

To make the sound of "r" press the side edges of the tongue against the upper side teeth, curling the tip up until it almost touches the roof of the mouth. Use the word "rat."

EIGHTH DAY'S LESSON.

Review. The next day Frank had to take the old horse to the blacksmith shop. The horse had lost a shoe and had to be shod. Fannie had not seen a blacksmith shop and wanted to go with Frank. (Here describe a blacksmith shop.) The blacksmith placed the horseshoe in a

fire and then blew on the fire with a big bellows. How delighted Fannie was to see the sparks fly. She thought they were little fairies. After the blacksmith had hammered on the shoe (like this) to get it into the proper shape he took hold of it with the tongs and placed it in a big tub of water. When the blacksmith placed the hot horseshoe in the water it made a sound like this: s—s—s—s. What kind of a sound did the hot horseshoe make? *Children:* s—s—s—s. What did the cross cat say? What did the dove say? Individual recitation several times during the day.

To make the sound of "s" place the teeth lightly together and breathe through them, keeping the tongue away from the teeth. Use the word "say."

TENTH DAY'S LESSON.

Review. While waiting for the horse to be shod Fannie suggested to Frank to run a race with her. Fannie ran as fast as she could, but she could not outstrip Frank. When Fannie came back to the blacksmith's she was panting for her breath, and went like this: h—h—h—h.

To make the sound of "h," open the lips, separate the teeth, and expel the breath. Use the word "has."

ELEVENTH DAY'S LESSON.

Review. One stormy day the children went out to the barn to play. At times the wind blew a gale and as it went rushing through the cracks of the barn, it made a sound like this: w—w—w.

To make the sound of "w" fix the lips as if for whistling, and force the voice through. Use the word "will."

THIRTEENTH DAY'S LESSON.

Review. After dinner, Frank and Fannie went to see the old saw-mill in the glen. Fannie was delighted to see the water come tumbling down over the big water-wheel. Then they went into the mill. Some men were rolling a big log on a wooden frame. When the log was in its proper place, the mill man started the big saw. Round and round

it went, cutting its way through the log, singing this merry song: n—n—n—n. To make the sound of "n" open the lips slightly, press the tip of the tongue against the upper gums, and force the voice through the nose. Say "nose" and use the first sound.

FIFTEENTH DAY'S LESSON.

Review. Frank and Fannie went to the station to meet some friends, who were coming from the city. The railway was beside a small river, over which the station looked. Frank thought he heard a locomotive coming, but the station agent said it was a motor boat. Sure enough, a moment afterward a motor boat came in sight. What a noise it made! What it said sounded very much like a string of "p's," thus: p—p—p—p.

To make the sound of "p" press the lips firmly together and suddenly force them open with the breath. Use the word "pen."

SEVENTEENTH DAY'S LESSON.

Just then we heard a horn blowing in the distance. Frank said, "That is Kate calling the men to dinner." Fannie said, "It cannot be dinner time yet." I took my watch out of my pocket, and to my surprise it was nearly twelve o'clock. Frank had never seen such a pretty watch and asked to take a peep at it. When I held it up to his ear, he exclaimed, "Why, the watch can talk." "What does the watch say, Frank?" I asked. He said it was saying t—t—t—t. Individual recitation.

To make the sound of "t" place the tip of the tongue against the upper front teeth and force the breath through suddenly. Use the word "take."

NINETEENTH DAY'S LESSON.

Review. Soon the train arrived with Mr. Green, Mrs. Green, and baby Green. Baby Green was very cunning. She could not talk, but acted as if she wanted to do so. Whenever Fannie would speak to her she would reach out her hands and say b—b—b—b.

To make the sound of "b" place the lips in the same position as for "p," but force the voice out, only separating the lips slightly.

TWENTY-FIRST DAY'S LESSON.

Review. The next day Mr. Green took the children to visit a large city many miles away. Frank had never been in a large city before, and naturally saw many strange sights. What do you think was the strangest thing he saw? (Here describe the trolley car.) How many can tell me the name of the car he saw? Yes, it was a trolley car, and when it went rushing by it made this peculiar sound: v—v—v—v. To make this sound, place the lower lip against the upper teeth and force the voice strongly but not suddenly between them. Use the word "van."

TWENTY-THIRD DAY'S LESSON.

Review. One day while the children were at play they saw a big grain bin in one corner of the barn. Frank had set a trap to catch the rats which were eating his father's grain. "Hark! Fannie," exclaimed Frank. "What noise is that? I think there is a rat in the trap now." "Let us go and see," said Fannie. When Frank opened the grain bin, Fannie saw a big rat in the trap. The poor rat was trying to get out of the trap, and was crying like this: y—y—y—y.

TWENTY-SEVENTH DAY'S LESSON.

Review. In a field near the old barn was a cow. She had a large bell fastened to her neck. It must have been a cracked bell, for every time the cow moved her head the bell made a very peculiar sound. It had such a cracked tone that Fannie laughed and mocked poor old Brindle by saying, l—l—l—l. This sound should be pronounced as *ull*.

To make the sound of "l" place the tip of the tongue against the upper front teeth and force the voice over the sides of the tongue and say *ull* as in "full."

TWENTY-NINTH DAY'S LESSON.

Review. On the way to the house, Frank stopped to pick a pretty flower for Fannie. A large bumble bee was flying around the flower and

did not want Frank to take it, for it made a buzzing noise like this: z and ş, z and ş, z and ş. Teach that "s" sometimes has the same sound as "z," and that it is then marked ş (z = ş).

THIRTY-FIRST DAY'S LESSON.

Review. Frank stopped to pick a cherry. The cherry pit stuck in his throat. He made a noise like this: k and c, k and c, and to Frank's delight up came the pit.

Teach that "c" has sometimes the same sound as "k," and that it is then marked c (k = c).

THIRTY-THIRD DAY'S LESSON.

Review. The day that Mr. Green took the children to visit the city he made them very happy by buying two pretty sleds. Frank liked the red sled, so Mr. Green gave that to Frank. The red sled was named "Jim." The blue sled he gave to Fannie. It was named "Gem." The first letters of the names sound like this: j and ġ, j and ġ.

Teach that "g" sometimes sounds like "j," and that it is then marked ġ (j = ġ).

THIRTY-FIFTH DAY'S LESSON.

Review. The children were happy when the Fourth of July came. Mr. Green had given the children a large supply of firecrackers. In the evening Mr. Green set off for the children a great many pin wheels, flower pots, and Roman candles. But Frank liked the sky rockets best, for when they went rushing into the sky they made a great noise like this: sh, sh, sh, sh. That pleased Frank.

Place the tongue in position for "s," only further back, and force the breath over it. Use the word "shall."

THIRTY-SEVENTH DAY'S LESSON.

Review. One cold day, Frank's mother wanted a fire built in the open fireplace. Frank brought in a large armful of wood. The fire

did not burn very well at first, as the wood was not dry. Then Frank took the bellows which was hanging on a hook near the fireplace, and made a noise with the bellows like this: wh, wh, wh, wh, wh, and the fire began to burn. The true sound of "wh" is very nearly in the reverse order, as if the letters were written hw. Use the word "what."

THIRTY-NINTH DAY'S LESSON.

Review. Frank heard a locomotive puffing away in the distance. He said: "Fannie, come to the window and see this big freight train go by. It is the longest train I have ever seen. It must be a very heavy load for the locomotive to draw, for it keeps saying ch, ch, ch, ch, ch, ch, ch, ch." Press the tongue against the roof of the mouth and force the breath through suddenly. Use the word "chick."

FORTY-FIRST DAY'S LESSON.

Review. One day while the children were in the barn, they saw the men sharpening knives on the grindstone. This is the kind of noise the grindstone made: th, th, th, th. Frank had a button on a string. He kept the button spinning on the string by pulling at the ends of the string like this. (Here describe how boys use a button in this manner.) The button kept up a song like this: th, th, th, th.

The latter is the breath sound as in "thank"; the former, the voice sound as in "these." For the breath sound, place the tip of the tongue against the back of the upper front teeth and force the breath through. For the voice sound, place the tongue in the same position as for breath, but force the voice through.

FORTY-THIRD DAY'S LESSON.

One night Frank had a very sore throat. His mother gave him some medicine in a glass and told him to gargle his throat with it. This is the funny gurgling sound that Frank made: g̈, g̈, g̈, g̈. Use the word "get."

FIRST DAY'S DRILL AND READING.

To the Teacher: Do not attempt to teach these lessons until you have read the Suggestions to Teachers. See page 6.

NEW CONSONANT.

f
f

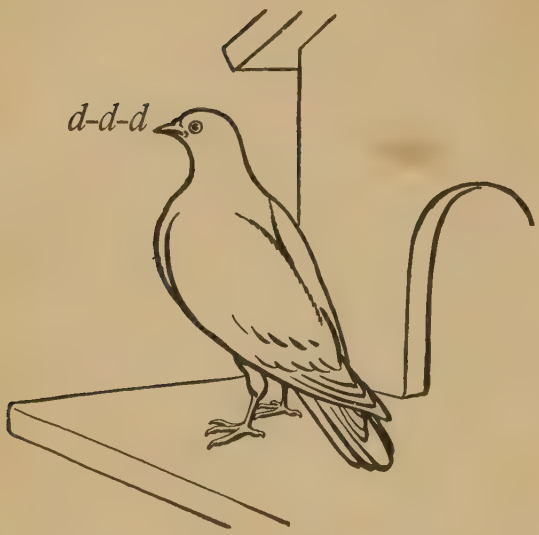
NEW STOCK WORDS.

apple	an	it	is
apple	*an*	*it*	*is*

Is it an apple?

It is an apple.

SECOND DAY'S DRILL.



REVIEW CONSONANT.

f
f

NEW CONSONANT.

d
d

REVIEW STOCK WORDS.

apple	an	it	is
apple	*an*	*it*	*is*

NEW STOCK WORDS.

has	see	Fannie
has	*see*	*Fannie*

NEW BLEND WORD.

fan
fan

See Fannie!

See Fannie!

Fannie has an apple.

Fannie has an apple.

Has Fannie an apple?

Has Fannie an apple?

THIRD DAY'S DRILL.

REVIEW CONSONANTS.

f d

f d

REVIEW STOCK WORDS.

apple an it is Fannie has see

apple an it is Fannie has see

NEW STOCK WORDS.

the her can

the her can

REVIEW BLEND WORD.

fan

fan

NEW BLEND WORD.

Dan

Dan

See the fan!

See the fan!

Fannie has the fan.

Fannie has the fan.

It is her fan.

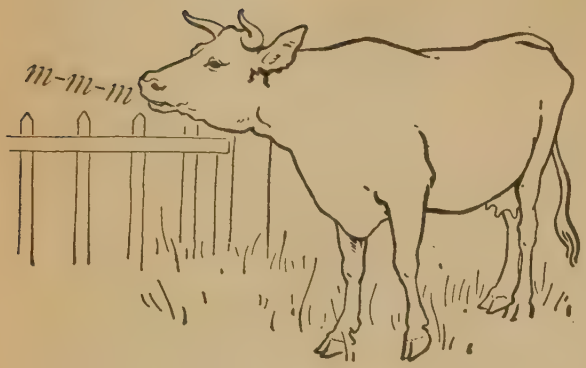
It is her fan.

Can Fannie fan Dan?

Can Fannie fan Dan?

Fannie can fan Dan.

FOURTH DAY'S DRILL.



REVIEW CONSONANTS.

f	d

NEW CONSONANT.

m
m

REVIEW STOCK WORDS.

Fannie	apple	has	an
it	is	see	the	her	can

NEW STOCK WORDS.

bird	tree	in
bird	*tree*	*in*

REVIEW BLEND WORDS.

fan	Dan
fan	*Dan*

NEW BLEND WORD.

man
man

Can Fannie see the bird?

Can Fannie see the bird?

Can the man see the bird?

Can the man see the bird?

The bird is in the tree.

The bird is in the tree.

The tree is an apple tree.

FIFTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m

REVIEW STOCK WORDS.

Fannie apple an it is see
Fannie apple an it is see

has her bird can tree the in
has her bird can tree the in

NEW STOCK WORDS.

or pear a
or pear a

REVIEW BLEND WORDS. NEW BLEND WORD.

fan	Dan	man	for
fan	*Dan*	*man*	*for*

Is it an apple or a pear?

Is it an apple or a pear?

It is a pear.

It is a pear.

The man has the pear.

The pear is for Fannie.

Has Dan an apple or a pear?

Dan has an apple.

SIXTH DAY'S DRILL.

REVIEW CONSONANTS.

f	d	m

NEW CONSONANT.

r
r

REVIEW STOCK WORDS.

Fannie	apple	has	an	it	is	or
her	see	bird	the	tree	in	can	pear

NEW STOCK WORDS.

book	father	read
book	*father*	*read*

REVIEW BLEND WORDS.

fan	Dan	man	for
fan	*Dan*	*man*	*for*

NEW BLEND WORD.

ran
ran

Fannie ran for the book.

Fannie ran for the book.

The book is for the man.

The book is for the man.

The man is her father.

The man is her father.

Her father can read the book.

Can Dan read a book?

Dan can read a book.

SEVENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r

f d m r

REVIEW STOCK WORDS.

Fannie apple has an it is or

Fannie apple has an it is or

a her see father bird the

a her see father bird the

tree in can pear book read

tree in can pear book read

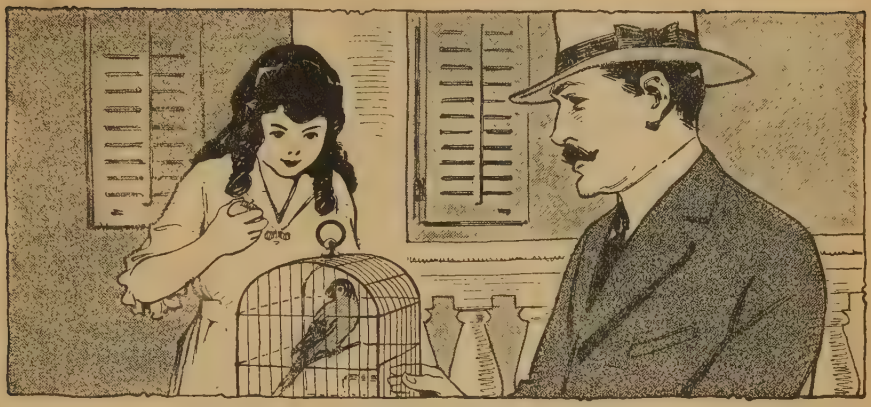
NEW STOCK WORD.

red

red

REVIEW BLEND WORDS.

fan Dan for man ran



The man has a bird

The man has a bird.

It is a red bird.

It is a red bird.

The red bird is for Fannie.

The red bird is for Fannie.

Fannie has an apple.

It is a red apple.

The red apple is for her father.

EIGHTH DAY'S DRILL.

REVIEW CONSONANTS

f	d	m	r

NEW CONSONANT.

S
s

REVIEW STOCK WORDS.

apple	has	an	it	is	see	or
her	father	the	tree	in	can	
pear	book	read	red	bird		

NEW STOCK WORDS.

under	eat	on
under	*eat*	*on*

NEW BLEND WORDS.

sit	sits	seat
sit	*sits*	*seat*

REVIEW BLEND WORDS.

fan	Dan	for	man	ran

The man sits on the seat.

The man sits on the seat.

The seat is under the apple tree.

The seat is under the apple tree.

Can the man see Dan?

Can the man see Dan?

Dan is in the apple tree.

Dan has a red apple for the man.

The man can eat the apple.

NINTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s

REVIEW STOCK WORDS.

Fannie apple has an it is see or her father the tree in can bird pear eat book read red under on

NEW STOCK WORDS.

at you home

at you home

REVIEW BLEND WORDS.

fan Dan for man sit sits seat ran

NEW BLEND WORD.

books

books

Fannie is at her home.

Fannie is at her home.

Her father is at home.

Her father is at home.

Fannie has her books.

Fannie has her books.

Fannie can read her books.

Can you see Fannie?

Can you see her father?

TENTH DAY'S DRILL.

REVIEW CONSONANTS.

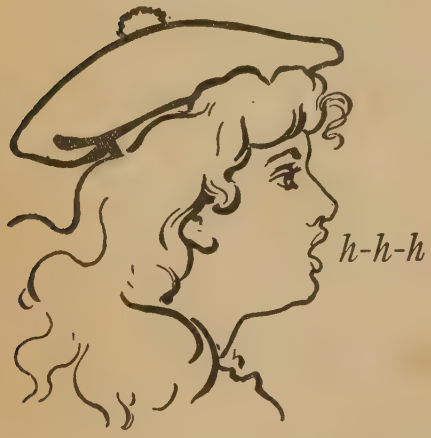
f d m r s

REVIEW STOCK WORDS.

Fannie has it
an is or father
her bird tree
the can in pear
eat book read
see on red you
at under home

NEW CONSONANT.

h
h



NEW STOCK WORD.

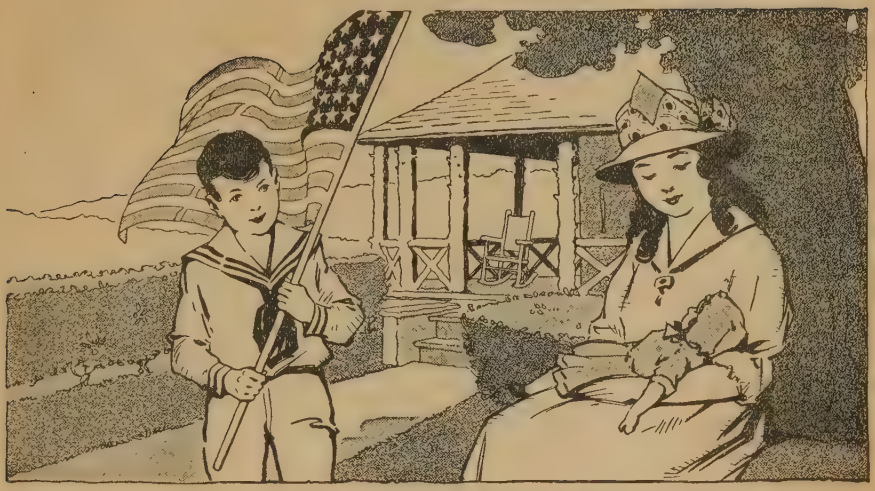
flag
flag

REVIEW BLEND WORDS.

fan Dan for man sit
sits seat books ran

NEW BLEND WORD.

hat
hat



See the flag!
The flag is for Fannie.
Dan ran for the flag.
Can you see the flag?
Dan has it. Has Dan a hat?
Fannie has a flag on her hat.
Can you see it? Is it a red flag?
Fannie is under the tree.

ELEVENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h

NEW CONSONANT.

w

REVIEW STOCK WORDS.

Fannie apple has an it is can her father the bird or tree in eat pear book read red see under on at you home flag

NEW STOCK WORDS.

boy ill he

REVIEW BLEND WORDS.

for hat ran sit sits seat books

NEW BLEND WORDS.

fat mat will Will (win)

Can you see the fat boy?
The fat boy is Will. He has a mat.
The mat is for Fannie.
Fannie will sit on it.
Fannie is under the pear tree.
Fannie is ill.
Will has a pear for her.
Can Fannie eat the pear?
Will has a book.
He will read for Fannie.

TWELFTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h w

REVIEW STOCK WORDS.

Fannie apple has an it is or her bird a father the tree in he can pear eat book read red under on at you home flag boy ill see

NEW STOCK WORDS.

ink and no

REVIEW BLEND WORDS.

will Dan for man sit sits seat books ran win fat hat mat Will

NEW BLEND WORDS.

mill rill fill

Fannie is at the rill.
Fannie has a can and a book.
Will Fannie fill the can at the rill?
No, the can has ink in it.
The ink is for her father.
Her father is at the mill.
Dan is at home.
The book is for Dan.
Has the book ink on it?
The book has ink on it.

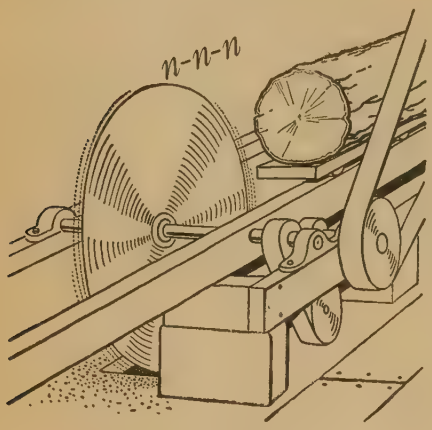
THIRTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f	d	m	r	s	h	w

NEW CONSONANT.

n



NEW STOCK WORDS.

what	are

REVIEW STOCK WORDS.

her	no	father
bird	the	has
in	he	can pear
eat	book	read
red	see	under
on	at	you ill
home	flag	is
ink	and	boy

REVIEW BLEND WORDS.

sit	sits	man	books	hat	fat
ran	Will	win	mill	rill	fill

NEW BLEND WORDS.

Nan	Nat	neat	his	rat

What can you see in the mill?
Can you see Nan and Nat?
Can you see the man in the mill?
He has a hat on.
Nan and Nat are in the mill.
Nat is a neat boy. Has Nan a hat?
No, her hat is at home.
A fat rat ran under the mill.
The rat has his home in the mill.

FOURTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h w n

REVIEW STOCK WORDS.

her no father the can eat book
bird tree is pear read red under
you see on it home flag boy
ill he ink and what has are

NEW STOCK WORDS.

cat does get

REVIEW BLEND WORD.

fan Dan for man sit sits seat
books ran fat mat rat Nat Nan
neat mill rill fill will Will his

Can you see the rat?
It is a fat rat.
Does the cat see the rat?
The cat does see the rat.
The mill boy ran for the cat.
Will the cat get the fat rat?
The cat will get the fat rat.
See, the cat has the fat rat!

FIFTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f	d	m	r	s	h	n	w

NEW CONSONANT.

p

NEW STOCK WORDS.

look	do	want

REVIEW STOCK WORDS.

tree	in	pear	can
or	the	at	see
on	is	read	red
under	her	home	
you	boy	he	ink
and	no	what	are
has	does	get	

REVIEW BLEND WORDS.

fat	mat	rat	Nat	Nan	hat	will
Will	win	mill	rill	fill	his	sits

NEW BLEND WORDS.

pan	pat	pink	hill	sand	hand

Look at Nan and Nat.
Nan and Nat are on the sand.
What has Nan in her hand?
Nan has her hat in her hand.
What is in the hat?
Nan has a pink in her hat.
Do you want a pink?
Nat sits on a sand hill.
You can see Nat pat the sand.
He has a pan in his hand.
He has sand in the pan.

SIXTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h w n p

REVIEW STOCK WORDS.

tree in or pear has her read red
he can eat book the see on at flag
under you is boy ill ink and no
what cat does get look do want

NEW STOCK WORDS.

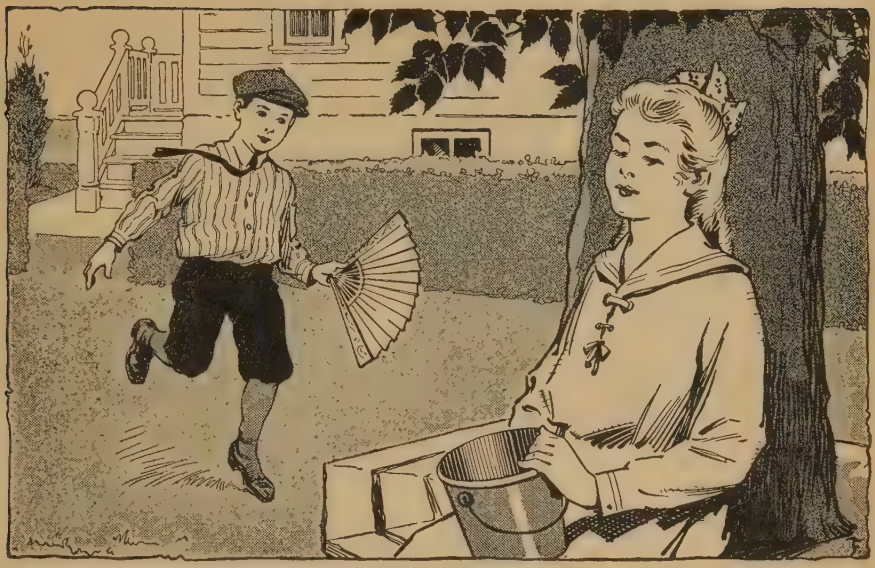
she girl ail

REVIEW BLEND WORDS.

hat for fan ran will Will win
Nat Nan seat sits rill fill his
sit pat pink hill sand hand

NEW BLEND WORD.

pail

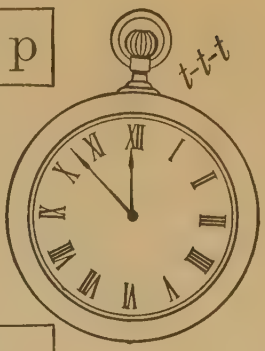


Do you see the girl?
What can ail her? The girl is Nan.
Nan is ill. She ran for the pail.
She sits on the seat under the tree.
She has the pail in her hand.
The boy is Nat.
He will get a fan for her.
He will sit on the seat and fan her.

SEVENTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h w n p



NEW CONSONANT.

t

REVIEW STOCK WORDS.

the apple eat in pear
at you her boy has no
and what are does is
get want she girl ail it
can he see an father

NEW STOCK WORD.

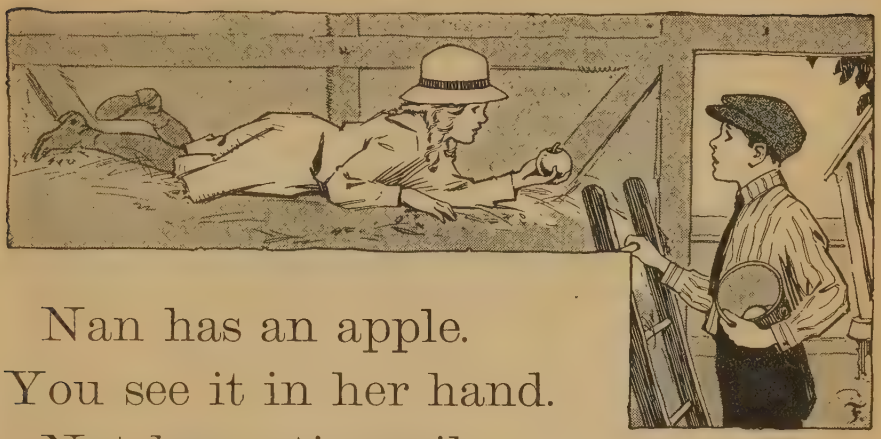
egg

REVIEW BLEND WORDS.

for fat mat Nat Nan neat Will will
fill hill pan pat pink sand pail hand

NEW BLEND WORDS.

tin (tail) wants



Nan has an apple.
You see it in her hand.
Nat has a tin pail.
What is in the pail?
An egg is in it.
Can you see the egg in the pail?
Is the egg for Nan?
No, it is for her father.
Does her father want an egg?
Will he eat it? Does Nat want it?
Nat wants an apple.
He will eat an apple and a pear.
Can you see the apple tree?

EIGHTEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f d m r s h w n p t

REVIEW STOCK WORDS.

book pear has in see on home
at you flag the can he and
is what an cat does get look
do want she girl ail egg apple

NEW STOCK WORDS.

give yes

REVIEW BLEND WORDS.

mill for fill will Will win his
neat pan Nat pink hill pail sand
hat hand tin tail wants man

NEW BLEND WORD.

hail

Nat is on the hill. What does he want?
He has his tin pail in his hand.
You can see an apple and a pear.
The apple and the pear are in the pail.
Does Nat want the man?
See Nat hail the man.
Does the man see Nat?
Yes, the man can see Nat.
See the man look at Nat.
He will see what Nat wants.
Nat will give the man the pail.
The pail is for the man.

NINETEENTH DAY'S DRILL.

REVIEW CONSONANTS.

f	d	m	r	s
h	w	n	p	t

NEW CONSONANT.

b

REVIEW STOCK WORDS.

flag has the and are
no what you is he
do on want father
red Fannie give it

NEW STOCK WORDS.

pretty
mother

REVIEW BLEND WORDS.

Dan Nat neat pan
will mill rill pat
pink pail sand hand
tin tail hail wants
hat for

NEW BLEND WORDS.

bat
bats
band
hats

Mother has a pretty hat.
The pretty hat is for Fannie.
It has a red band on it.
Do you want a pretty hat?
Father has a bat for Nat.
Will Dan want a bat?
No, he will want a pretty flag.
Father will give Dan a bat and a flag.

TWENTIETH DAY'S DRILL.

REVIEW CONSONANTS.

f s m t r n d p h b w

REVIEW STOCK WORDS.

Fannie apple has an it is or her father the tree he can eat read see book bird on at home flag boy ill what ink and ail are cat does you look no do want girl she egg give in yes mother pretty pear red

REVIEW BLEND WORDS.

fan for man Dan sit sits seat ran books fat hats mat rat Nat Nan neat will mill rill win fill tin tail pan pink pat pail sand his hat hand wants hill hail bat bats band

TWENTIETH DAY'S READING.

REVIEW SENTENCES.

Is it a pear or an apple?
Fannie has an apple.
Her father has a fan and a pear.
Dan is in the apple tree.
Can you see the flag?

Fannie is under the pear tree.
Nat and Nan are in the mill.
A fat rat ran on the mat.
The rat has his home in the mill.

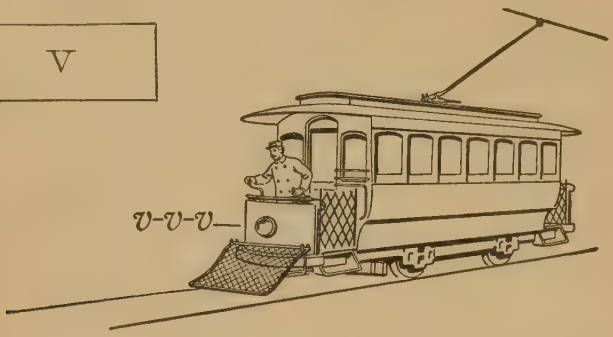
See the cat look at Nan.
Do you want a pretty hat?
Father will give Dan a pretty flag.
Can you see the boy and the cat?

TWENTY-FIRST DAY'S DRILL.

To the Teacher: Continue the drill work as previously planned, reviewing each day the consonants, stock words, and blend words used in all preceding lessons, or as much as is necessary to make the teaching thorough.

NEW CONSONANT.

V



NEW STOCK WORDS.		NEW BLEND WORDS.		
big	little	vat	(van)	hit

A WRITING LESSON.

The little boy is Nat.

Nat is at the big mill.

What can Nat see in the mill

Nat is at the big mill.
A little bat is on the vat in the mill.
See Nat look at the bat.
Will he hit the little bat?

The man at the mill wants Nat.
The man at the mill is a big man.
Nat has a tin pail for the man.
He will give the man the tin pail.
He will give the mill boy an apple.
Nat will fill his pail at the rill.

NEW STOCK WORDS.

not
box
all

NEW BLEND WORDS.

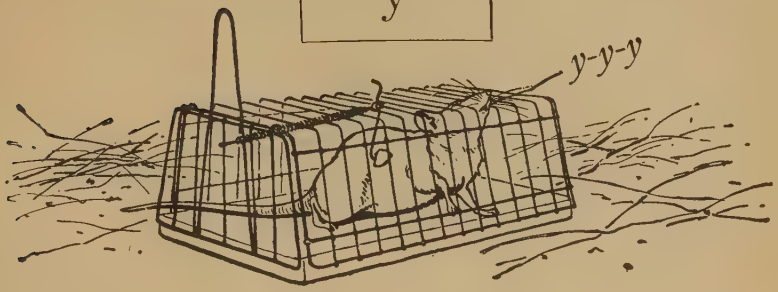
fall	ball
tall	beat
hall	bit

The box is in the hall.
Can you see it all? It is a big box.
Can you see the ball on the box?
Can you see the fat cat?
The fat cat is on the box.
Will the fat cat fall?
A big rat is in the box.
The cat bit the rat.
See the cat look at the rat.
The tall boy has a bat.
Will he beat the rat?
No, he will not beat the rat.
He will hit the ball.

TWENTY-THIRD DAY'S DRILL.

NEW CONSONANT.

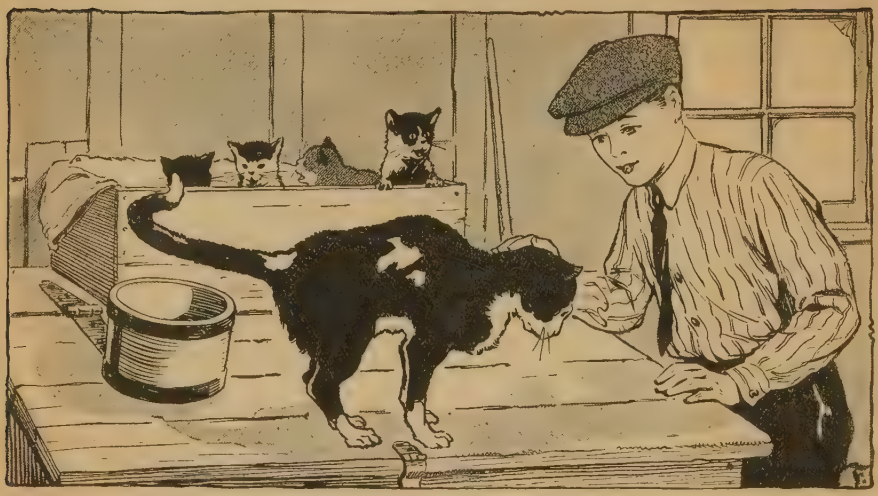
y



NEW STOCK WORDS.	NEW BLEND WORDS.
old ear by	year near hear fear hold cats bin

A WRITING LESSON.

See the old cat and the little cats.
What do you call the little cats?
All the cats are in the mill.
Will the old cat see the rat?



See the little cats.
The little cats are on the bin.
The bin is in the old mill.
The big cat is near the little cats.
The little cats are not a year old.
The old cat does not fear Nat.
Nat will not hold her by the ear.
Do you hear the little cats?
The little cats want the mother cat.

NEW STOCK WORDS.

doll
I
have

NEW BLEND WORDS.

pinks
pin

I have a little doll.
Have you a pretty little doll?
Fannie has a big doll.
Fannie is a big girl.
A big girl wants a big doll.
Do you see the pretty little doll?
See her little hand.
I will pat her little hand.
The doll has a neat hat.
I have pretty pinks for the doll.
I will pin the pinks on her hat.
I have a pretty fan for the little doll.
The fan is in a little box.

NEW STOCK WORDS.

play
to
too

NEW BLEND WORDS.

wall
fail

See Nat play ball.
He has a bat and a ball.
Nat is a neat boy.
The little boy is under the tree.
He wants to play ball, too.
Can Nat hit the ball?
Yes, he can. He will not fail to hit it.
Do you see the ball?
The little boy can see it.
It is under the tree near the wall.
The little boy will get the ball.
He will give it to Nat.
Do you want to play ball?

NEW STOCK WORDS.

am
me
my

NEW BLEND WORD.

Sam

I am a big boy.
Do you see me on the wall?
I will not fall.
Sam is a little boy.
He wants a flag.
He wants a ball and a bat, too.
The little girl wants a doll.
She wants a flag, too.
She wants a flag for her doll.
Will her father give her a flag?
Yes, he will.
My father will give me a ball and bat.

TWENTY-SEVENTH DAY'S DRILL.

NEW CONSONANT.

l

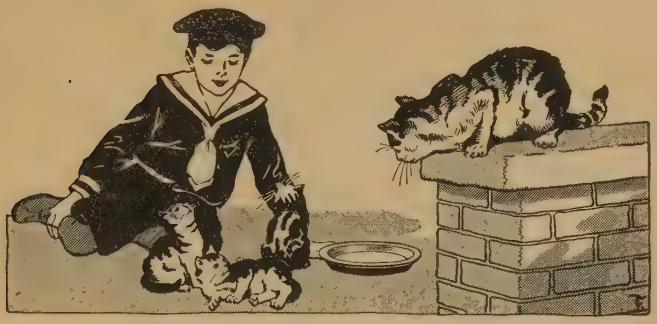
NEW STOCK WORDS.	NEW BLEND WORDS.
good this	rats dear looks (land) (link)

A WRITING LESSON.

This good little boy is Dan.

This good little boy is Dan.

This good little boy is Dan.



This little boy is Dan.
Can you see his little cats?
I can see a big cat, too.
The big cat is the mother cat.
The mother cat is on the wall.
Does she see a rat?
No, the rats ran to the mill.
The big cat sits and looks.
She looks at the dear little cats.
The little cats look at Dan.
The mother cat is good.
She is good to the little cats.

WHITEFOOT AND LIGHTFOOT.

[To be read to the children.]

Lightfoot, in his castle just behind the wall,
Creeps along his stairway through his winding hall;
Stealing to his doorway with a noiseless tread,
He waits to hear the sleepy cook climb upstairs to bed.

Whitefoot on the hearth rug by the kitchen fire,
Dreams of dainty dinners, such as cats desire;
Cakes and cream and chicken, gravy, rich and nice,
Platters filled with speckled fish, plump and tender mice.

Lightfoot, from his doorway, creeps out quite at ease,
Tastes the golden butter, nibbles at the cheese;
He finds the jelly toothsome, and thinks the pies are fine;
He says, "I'll call my little wife, and she and I will dine."

Whitefoot moves a whisker, shakes a velvet ear;
Who would guess the sleepy thing a step so soft could hear?
"Squeak!" there is no one awake in all that quiet house;
And no one knows that, in the night, good pussy caught a mouse.

NEW STOCK WORDS.

him
dog
be

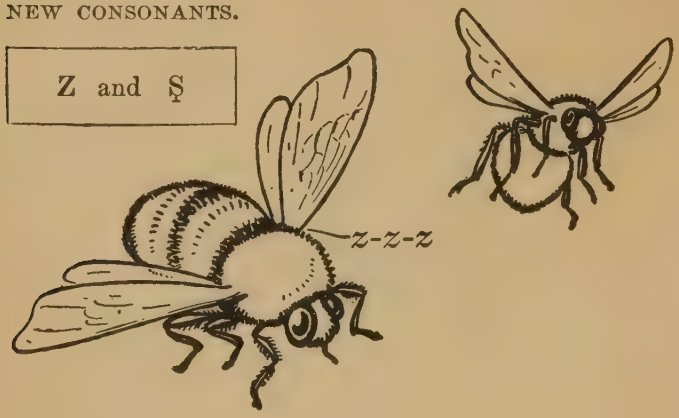
NEW BLEND WORDS.

ham
sold
told

I am little Dan.
This is my dog. Do you see him?
A man sold him to me.
The man told me to be good to him.
Is he not a big dog?
Yes, he is a big dog.
See him look at me.
Does he want this ham?
Will he eat the ham?
He wants me to give it to him.
He is my good dog.
He wants me to pat him.

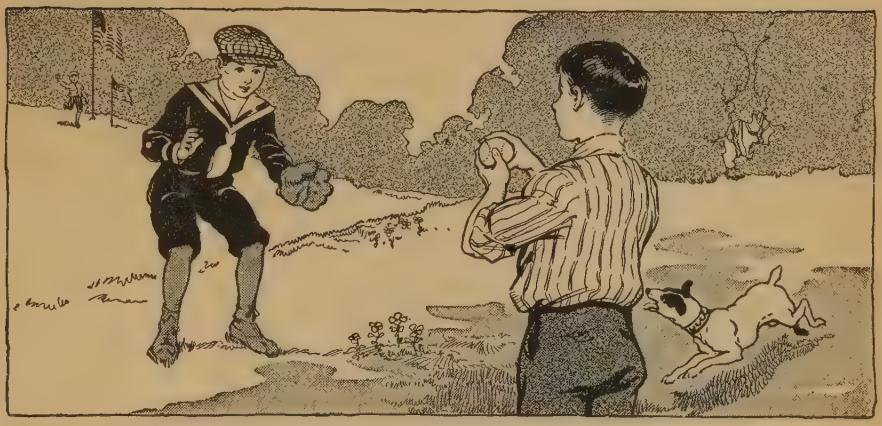
NEW CONSONANTS.

Z and Ş



NEW STOCK WORDS.	NEW BLEND WORDS.
they them	seeş flagş boyş father'ş

See the little boys. Are they at play?
The little boys are at play.
You can see them at play on the hill.
All boys want to play ball.
The little dog is under the tree.
He wants to see the boys play ball.
I want to look at them, too.
The big boys on the hill have my flags.



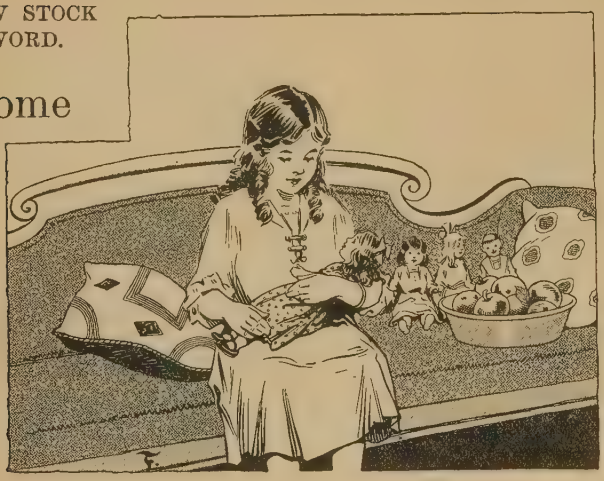
Nat has the ball in his hand.
Nat will give Dan a good ball.
Will Dan hit the ball?
No, he will not. He has no bat.

The dog sees the ball. He is my dog.
He wants to play ball, too.
Dogs do not play ball.

Can you see the flags on the hill?
The big flag is my father's flag.
The little flag is my flag.
Can the boy at the flag see the ball?
Yes; and he wants to get it.

NEW STOCK WORD.

some



NEW BLEND WORDS.

ails
girls
apples
dolls
plays
pills

This is Fannie. She has her pretty dolls.
She is the little play-mother.
The dolls are the little play-girls.
The little mother has a pan.
In the pan are some good apples.

See the little mother look at her doll.
Is the doll ill? What ails the little doll?

Dan is in the hall. He has on a tall hat.
Dan plays he is a big man.
Dan will look at the doll to see what ails her.
He will give Fannie some pills.
She will give the pills to her doll.

NEW CONSONANTS.

k and c

NEW STOCK WORDS.	NEW BLEND WORDS.
like	pans Nan's call calls (kill) (kills) likes

This is an apple tree.
It is a big apple tree.
It has big apples on it.
Dan sees the big apples.
Hear Dan call!
He calls Nan to see the big apples.

Dan is in the apple tree.
He wants some apples for his mother.

Do you see the apples in the big tin pans?
The apples in the pans are for Nan's mother.

Fannie wants good apples for her mother.
She has an apple in her hand.
She will eat the big apple.
She will give an apple to the little girl.
The little girl likes big red apples.

Are apples good to eat?
Do you like to eat apples?

NEW STOCK WORDS.

ate
ask
of

NEW BLEND WORDS.

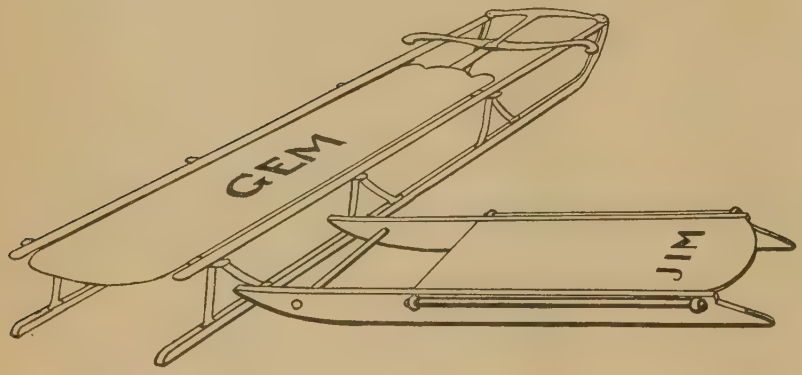
Kate
Kate's
date
dates

Kate ate a date.
She has a box of dates.
I will ask her for a date.
I like to eat dates. Dates are good to eat.
I like to eat apples, too.
All boys like to eat apples.
Kate's mother has some apples in a big pan.
I will ask her to give me an apple for Dan.
I will ask her to give me an apple, too.

THIRTY-THIRD DAY'S DRILL.

NEW CONSONANTS.

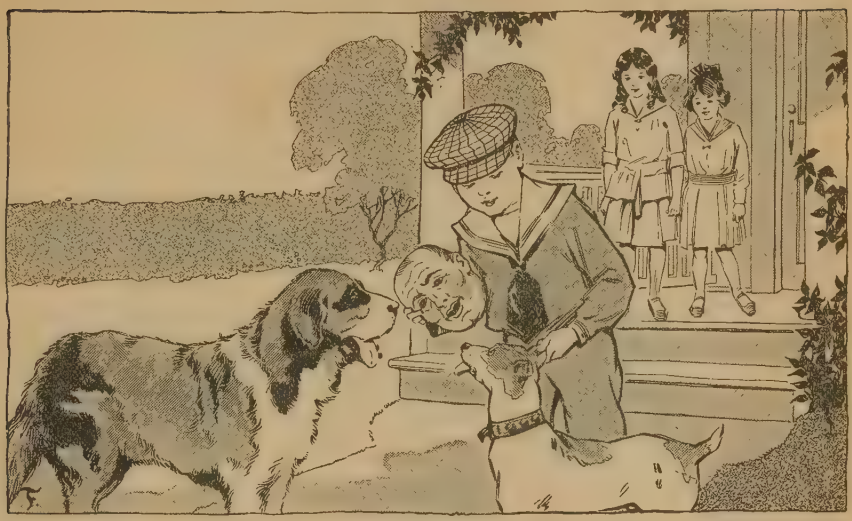
j and ġ



NEW STOCK WORDS.	NEW BLEND WORDS.
run know with	mask dogs holds Jill (ġin) ears knows Don

A WRITING LESSON.

What do you like to play, Nat?
Will you play ball with me?



Do you know this little man?
It is Dan. He holds a mask in his hand.
Dan has his dogs with him.
The little dog is Don. See Dan hold Don.
He holds Don by the ears.
Don wants to run and play.
He wants to play with Dan.
The girls want to see Dan with his mask on.
The big girl is Fannie. She knows Dan.
Little Jill does not know Dan with his mask on.
Fannie has her by the hand.

NEW STOCK WORDS.

write
school
teacher

NEW BLEND WORDS.

bold
mold
cold

See the boys and girls in school.
I can see Dan, Nat, Kate, Fannie, and Jill.
Dan holds a book in his hand.
The teacher told Dan to write in his book.
Dan can write a bold hand.
Dan can write *bold*, *mold*, and *cold*.
Dan can write *father*, *mother*, and *school*.
Can you write? Do you write in a book?
Can Jill read her pretty book?
See Kate hold the big book in her hand.
All the boys and girls can read and write.
The teacher will hear them read.

NEW CONSONANT.

sh

NEW STOCK WORDS.	NEW BLEND WORDS.
that letter	hills mother's mothers trees letters reads (sham) (shams) (shear) (shears)

I will write a letter.
I will write to my mother.
She reads my letters to the boys and girls.
They like that.
I will write my letter in a bold hand.

I will write that I am a good girl.
My mother knows that I am a good girl.
All mothers like good girls.
I have a good mother.
My mother is good to me.

I want to see my old home.
I want to see the hills and the apple trees.
I want to see you, mother.
I want to see father, too.
I want to see Sam and the little cats.

Is Dan a good boy, mother?
Does he like his books and school?

Write a letter to me, mother.
I want Dan to write me a letter, too.

NEW STOCK WORDS.

from

us

NEW BLEND WORDS.

Dan's

asks

Sam has a big letter. Sam is Dan's big dog.
The letter is for mother.
It is from Kate.
Kate is not at home. She is at school.
It is good of her to write to us.

This is what is in the letter.
Kate wants to see us.
She asks Dan to be a good boy.
She asks him to like his books and his school.

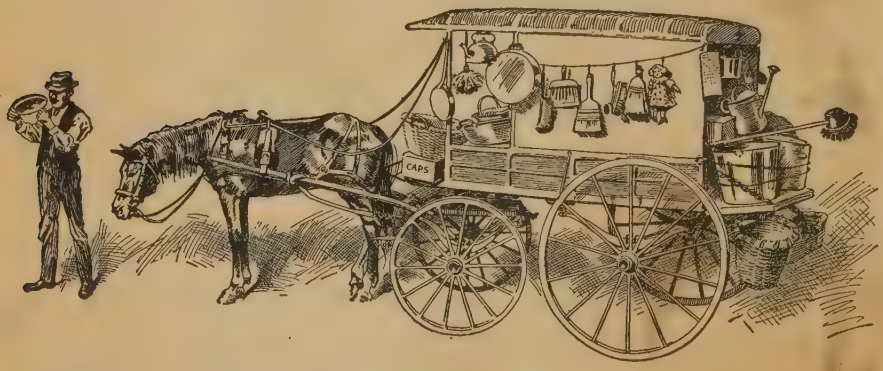
Dan wants to read Kate's letter.
Can Dan read Kate's letter?

Yes, he can read it, and he can write a letter, too. He will write a letter to Kate.

NEW CONSONANTS.

wh

NEW STOCK WORDS.			NEW BLEND WORDS.		
sell	ark	green	goods	pins	hams
			sells	tins	wheat



What is this?
It is an old van. Dan calls it the old ark.
The man with the van has goods to sell.

What does the man have to sell?
He sells tins, pins, dolls, hats, mats, and hams.
What does Dan's mother want?
She wants a big tin pan.
She wants some pins.
Fannie wants the big doll.
The man sold a little tin pail to Nat's father.
He sold Nat a ball and a bat.
He sold Kate a pretty green hat.
Dan wants the pretty box.
It looks like an ark.
It has cats, dogs, and trees in it.
Dan is good to the man. The man likes Dan.
He will give Dan the little ark.
Father will sell the man some wheat.
The man will sell the wheat at the mill.
Do you know what the man at the mill will do with the wheat?

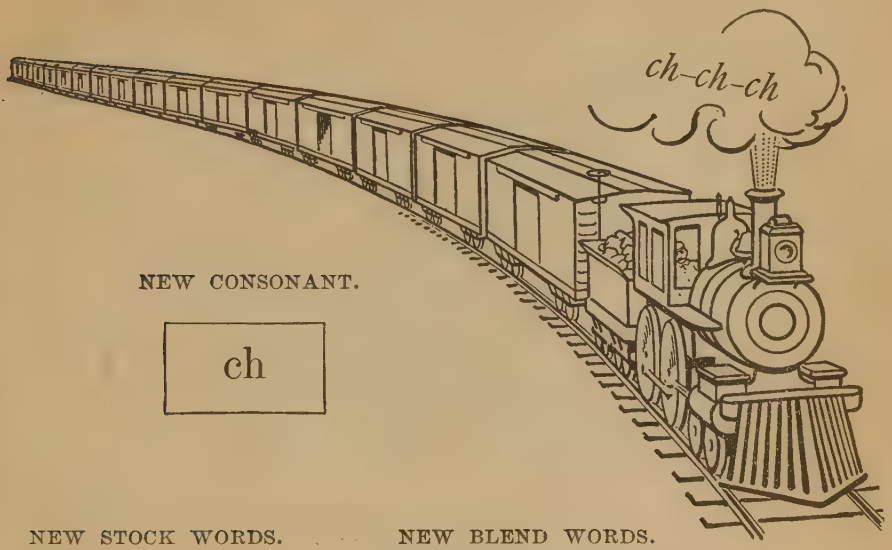
NEW STOCK WORD.

house

NEW BLEND WORDS.

Mark	park
Mark's	hark
lark	bark

This is Mark's home.
It is in a pretty park. What a pretty house!
See what big trees are in this park.
Dan, this big tree is an apple tree.
It has green apples on it.
Do not eat the green apples, Dan.
They are not good to eat.
A little lark is in a tree.
Is it in the apple tree?
No, that tree is not an apple tree.
Don, do not bark at the lark.
See the boy at the house hail us.
Hark, boys! What can he want?
Boys, I will see what he wants. It is Mark.
He wants us to play with him in the house.



NEW CONSONANT.

ch

NEW STOCK WORDS.	NEW BLEND WORDS.			
make	dark	chat	chin	chill
		chats	chins	chills

Dan and Kate are on the sand.
Dan likes to chat with Kate.
Do you see them?
They will play on the sand hill.
Kate has her mother's big pan.
Dan has a dark green pail.
Dan will fill the pan with sand for Kate.

Dan will make a sand man.
He will mold the man with sand.
Do you see Dan's sand man?
It looks like a man, does it not, Kate?
The sand man has Dan's flag in his hand.
The sand man has a big chin.
The chin is too big for the man.

Kate will make an apple of sand.
Give Kate a pail of sand, Dan.
She wants to make the apple.
This apple is not good to eat.
It is a sand apple.
Dan and Kate like to play on the sand.
The sand is cold. Will Kate get a chill?

NEW STOCK WORDS.

come
take
we

NEW BLEND WORDS.

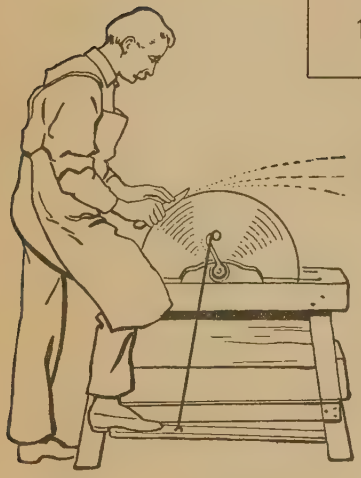
sail
sails

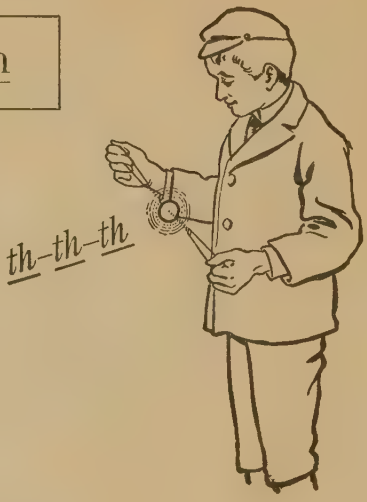
Come to the house, Mark.
Nat Green wants to see you.
He wants to have a chat with you.
He wants you to take a sail with him.
Will he take all the boys with him?
Yes, and he will take the girls, too.
We will ask mother for the flag.
I will hold the flag in my hand.
Dan will take the sails for Nat.
Fannie will take some cold ham for us to eat.
Kate will take a pail of apples.

FORTY-FIRST DAY'S DRILL AND READING.

NEW CONSONANTS.

th	th





NEW STOCK WORDS.

corn	who
so	

NEW BLEND WORDS.

thin	think	thinks	that
(thus)	cannot	mate	mates

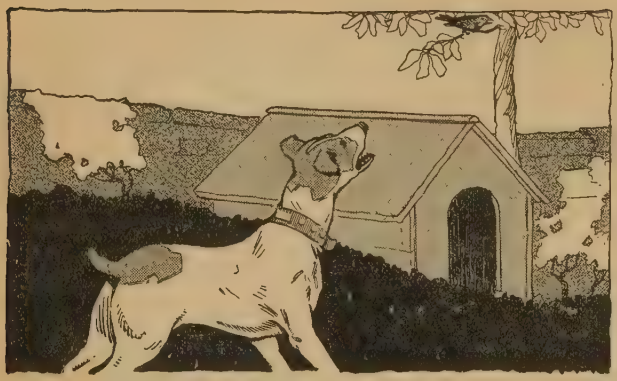
Do you know the little boy with the pan?
It is Dan.
Who are the boys with him?
The boys with Dan are his playmates.
His playmates are good boys.
Good boys make good playmates.
Do you know what Dan has in the pan?

Dan has ears of corn in the pan.
He has a thin ear of corn in his hand.
He has big ears of corn in the pan.
He will take the pan of corn to his mother.

Is corn good to eat? Dan thinks that it is.
Do you think that corn is good to eat?
Yes, and the girls and boys like to eat it.

I have an ear. So has my dog Sam.
My ear is not like an ear of corn.
I can hear with my ears.
An ear of corn cannot hear.

I can hear Sam in the house.
I can hear him bark at the old cat.



NEW STOCK WORDS.

tell
only
when

NEW BLEND WORDS.

rear
comeş

Hark! Do you hear that dog bark?
He is in the rear of the house.
He is Mark's dog.
The dog sees a lark in the tree.
The lark is in the tree near the dog house.

Does the dog want to kill the lark?
Do not fear, Fannie.
The dog will not kill the lark.
He only likes to bark at the lark.
Tell him not to bark so.
I do not like to hear him bark.

When Mark comes he will take the dog to the dog house. Mark is good to the old dog.

Are you good to the dogs?

FORTY-THIRD DAY'S DRILL AND READING.

NEW CONSONANT.

ḡ

NEW STOCK WORDS.	NEW BLEND WORDS.
nest sing there	ḡate ḡates birdṣ nests singṣ

Come and see the pretty birds in the trees.
I see a red bird on the gate.
Is this the bird that has a nest in the tree?
No, this red bird has a nest in a house.
It is a little bird house.
Can you see the bird house?
Yes, and what a pretty home it is.
See the cat look at the bird.
Will the cat get the red bird?

The bird has a nest.
I see the nest in the apple tree.
Little eggs are in the nest.
You can not see the eggs.

Nat, is this a nest in the pear tree, too?
Yes, and there are little birds in it.
A big bird is near the nest.
Do not kill her, boys.
She is the good mother bird.

Do you see her mate in the tree near the house? Can the little birds sing?
Can the big bird in the tree sing?
Will the pretty birds sing for me?

NEW STOCK WORDS.

Mr.
Mrs.
flower

NEW BLEND WORDS.

flowers
gold

Mark and Kate will make a call.
They will call to see Mr. and Mrs. Green.
That is Mr. Green at the gate.
Mr. Green is a tall, thin man.
He has a box of flowers for Mrs. Green.
Mrs. Green is ill.
Mark has a book in his hand.
He will read the book for Mrs. Green.
What pretty flowers Mr. Green has!
See that little bird in the flowers.
What a little bird it is! It looks like gold.
Mark and Kate see the pretty bird.

FORTY-FIFTH DAY'S DRILL AND READING.

To the Teacher: Review previous lessons, which should be thoroughly mastered before the following lessons are taken up. Thoroughness is the secret of success. Not how much, but how well, is the golden rule in school work.

NEW STOCK WORDS.

blue yellow

NEW BLEND WORD.

into

Look at my pretty flowers.
Do you like pretty flowers, Mark?
I will take the flowers into the house.
Do you like yellow flowers, Mark?
You can take the yellow flowers to mother.
I will give Nat the blue flowers.
He will give the blue flowers to Fannie.
What can I do with the red flowers?
I think father will like the red flowers.

FORTY-SIXTH DAY.

To the Teacher: The transition from script to print begins at this stage. The books should now be put in the hands of the pupils, when two or more lessons daily may be taken up, commencing with the very first day's drill and reading on page 19. Present the drill matter with the printed form of the perception cards. When the pupils are in doubt show the script form. Parallel forms in script and print will be found in the early lessons and will aid in the transition.

While the transition is being made, the new matter on this page and the pages which follow should be taught in script as before, and as a part of each day's work until the former has overtaken the latter, or until the pupils have thoroughly mastered both forms.

In teaching the blended consonants, like "bl," sound the "b" first, then the "l," and then blend the two as "bl."

BLENDED CONSONANTS.	NEW STOCK WORDS.	
bl	fly	sheep

NEW BLEND WORDS.

bleat bleats
Fred Fred's
(blink) (blinks)

Hear Fred's old sheep bleat.
The old sheep bleats for Fred.
The old sheep is under the tree.
The cat is under the tree, too.

A pretty little blue bird has a nest in the tree.
I can not see it. Can you see the bird?
The cat can not see the bird and the nest.
The old cat likes to eat birds.

Can the little blue bird see the cat?
What do cats like to eat? What do dogs eat?
Can you tell what birds like to eat?

The bird can fly to her nest in the tree.
A cat can not fly. A cat can run.
Can you fly like a bird? I can run like a cat.
The cat can run and play with the ball.
Fred can run and play with the ball.
Boys like to run and play.

FORTY-SEVENTH DAY.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl	br

NEW STOCK WORDS.	NEW BLEND WORDS.
where was been	bran (brand) brink

Where has Fred been?
He has been to the old mill.
The old mill is on the brink of the rill.
Fred's father was at the mill.
Fred has a big pail of bran.
He will give some of the bran to the sheep.
The old sheep likes bran.
Do you see the old sheep?
He is under the apple tree.
He wants Fred to come to him.
Hear him bleat for Fred.
Does the old sheep like apples?
Where are the green apples, Fred?
The green apples are on the tree.
Where are the yellow apples?
The yellow apples are under the tree.
Fred will take the yellow apples to the house.
His playmates like to eat the yellow apples.
Fred likes to eat the big yellow apples, too.
He will take a pail of red apples to Mrs. Green.

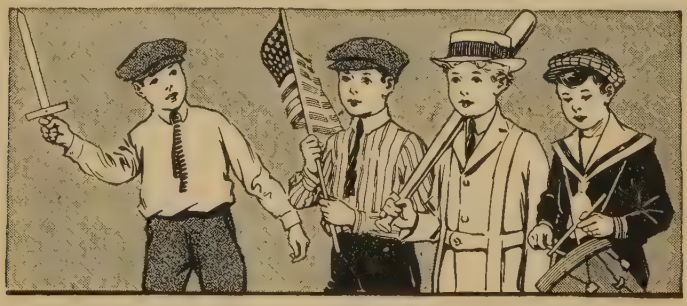
FORTY-EIGHTH DAY.

REVIEW BLENDED CONSONANTS. NEW BLENDED CONSONANTS.

bl	br	dr

NEW STOCK WORDS. NEW BLEND WORDS.

well	drum	drill	drink	ranks	Frank
how	rank	drills	drinks	drums	Frank's



I can see Nat, Dan, and Mark.
They are all in rank.
Frank will drill the boys.
How well they can drill!
That little boy with the flag is Nat.
Dan has a pretty drum.
Can you hear Dan beat the drum?
Yes, and he drums well.

The boy who drills with a bat is Mark.

Fred is at the old well. He wants a drink. Does Frank see that Fred does not drill? Yes, and he will call Fred to the ranks.

Fannie wants to drill, too. She has a tin pan for a drum. Hear her beat on the tin pan.

FORTY-NINTH DAY.

REVIEW BLENDED CONSONANTS.

bl	br	dr

NEW BLENDED CONSONANTS.

fl

NEW STOCK WORDS.

water	out

NEW BLEND WORDS.

dwell	without
(flit)	(flits) (flat)

Fred and Fannie are at the old well. They dwell in the house near the well.

Fred's mother wants a pail of water.
Fred will fill the pail at the well.
He will take a drink of water at the well.
Can you do without water to drink?
I can not.
The old dog is at the well, too.
Fred will give the old dog a drink of water.
He will fill the pan for him.
The old dog will drink out of the pan.
Fred will fill the can with water.
He will take the can and water the flowers.

FIFTIETH DAY.

REVIEW BLENDED CONSONANTS.				NEW BLENDED CONSONANTS.
bl	br	dr	fl	pl

NEW STOCK WORDS.		NEW BLEND WORDS.		
one	plum	plan	plate	ones
		plans	plates	plums

Kate. Come, Fannie, I have a good plan for us. We will play house. We will sit under this tree and have a chat.

Fannie. What pretty plates you have, Kate.

Kate. The big plate with flowers on it, is from my father. See the little one with birds on it. What will you have to eat, Fannie?

Fannie. I think I will have an apple.

Kate. Will you have a plum, too?

Fannie. Yes, I will take this pretty blue plum. Are all the plums you have blue?

Kate. No, some of the plums are red and some are green.

Fannie. I will give my doll a red plum.

Kate. Will you have a drink of water?

Fannie. Yes, and I will give my doll a drink. She will play that she drinks.

Kate. The dolls play that they are girls.

Fannie. Yes, and we play that we are little mothers.

REVIEW BLENDED CONSONANTS.

bl	br	dr	fl	pl

NEW BLENDED CONSONANTS.

pr

NEW BLEND WORDS.

teach	(prank)	many
reach	(pranks)	boats
beach	(preach)	

NEW STOCK WORDS.

each	boat	any

Frank, can you tell us what you see?
I can see many boys on the beach.
Can you see any girls there?
Yes, and I can see many boats in the water.
That big boat looks like Mr. Green's.

Dan is on the beach, too. He has a little sail boat. It is not a big boat like Mr. Green's. It is only a play boat. It has a pretty flag and a little sail.

Each boat has a sail.

Dan's little boat sails on the water. Frank will teach him to sail it. See Dan reach for his boat and take it in his hands.

The boys and girls like to play on the beach. The little girl will fill the pail with sand.

FIFTY-THIRD AND FIFTY-FOURTH DAYS.

REVIEW BLENDED CONSONANTS.						NEW BLENDED CONSONANTS.
bl	br	dr	fl	pl	pr	sl

NEW STOCK WORDS.	NEW BLEND WORDS.				
horse	slate	slink	(slit)	cheat	race
(ace)	slates	(slinks)	(slits)	drives	place
drive					

Mr. Green is out for a drive in the park. He will call at school for Fannie. Fannie will take her books and slate with her. She will place them on the seat.

Mr. Green will call for Mark, too. Can Mark drive the horse? Yes, he can. Mark drives well for a boy.

Don will want to run a race with the horse. Can Don win the race? No, he can not. He is too old. He will slink to the dog house. He will not want the boys to see him.

Dear old Don! You can not cheat the boys. They know that you can not run.

REVIEW BLENDED CONSONANTS. NEW BLENDED CONSONANTS.

bl br dr fl pl pr sl	st

NEW STOCK WORDS.

buy
fruit

NEW BLEND WORDS.

stand
standş

pearş state stall
face states stallş
still stout

This fruit stand or stall is in the park.

The stout man has apples, pears, plums, and dates to sell.

The tall man who stands near the fruit stand is Mr. Green.

He wants to buy some fruit.

Mr. Green will buy some fruit for Fannie, Kate, and Mark.

Mr. Green wants to buy good fruit.

The man states that all of his fruit is good.

Mr. Green will buy a box of blue plums.
He will buy a pear for the little girl.
Who is the little girl that stands near Kate?

She is the little flower girl of the park.
She wants Kate to buy some of her red flowers.

Where is Mark? There he is.
See him hold the horse for Mr. Green.
See him pat the horse in the face.
That will make the horse stand still.

FIFTY-SEVENTH AND FIFTY-EIGHTH DAYS.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st	sp

NEW STOCK WORDS.	NEW BLEND WORDS.		
may	spill	(spark)	tops
way	spills	(sparks)	away
your	spin	(spear)	stop
top go	spins	(spears)	

Dan and Nat play horse.
Dan will be the play-horse.
Nat will drive his horse to the top of the hill.
He will stop on the way for a drink.

Look out, Nat!
Your horse will run away from you.
Mark will spin his tops.
The red top spins, and spins, and spins.

Fannie will get a pail of water for her mother. May I go with you, Fannie?
Yes, you may.
We will not spill any of the water.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp	fr

NEW STOCK WORDS.	NEW BLEND WORDS.
rain low wind	frail flow blow grain rains (frill) flows blows grains makes

May. See how it rains.

Fred. Yes, and it is a cold rain.

May. How the wind blows; it blows the rain into my face.

Fred. Yes, and see the big flow of water. The man at the mill wants it to rain. The rill is too low to run the mill.

May. Will this rain kill the frail flowers in the park?

Fred. No, this cold rain is good for the flowers and the grain. Can we play in the rain, May?

May. No, Fred, mother does not want us to play in the rain. It will make us ill.

Fred. I do not like the rain. I do not like to play in the house.

May. See how the wind blows the flowers.

Fred. The flowers look like little birds.

[*To be read to the Children.*]

Oh, where do you come from,
You little drops of rain,
Pitter-patter, pitter-patter,
Down the window-pane?

They say I'm very naughty,
But I've nothing else to do
But sit here at the window.
I should like to play with you.

REVIEW BLENDED CONSONANTS.

bl	br	dr	fl	pl	pr	sl	st	sp	fr	tr

NEW BLENDED CONSONANTS.

NEW BLEND WORDS.

mend	rend	send	lend	bend
trail	trill	treat		peach
trails	trills	treats		fold

NEW STOCK WORDS.

end	our
which	

Mother, where is Kate?
Can she mend our flag?
Yes, she can mend it well.
Where is the flag, Nat?
It is in the top of a tree.
The wind will rend the flag.
Which tree is it in?
It is in the peach tree.
I will send for Kate. I will tell her that you want her to mend your flag.

Come, Dan, lend me a hand. We will bend the tree so we can reach the flag.

What a big slit in the flag!

Do not trail the flag so, Dan. Give the flag to me. I will fold the flag and place it on the end of the seat for Kate.

Kate will want some pins. Will you get them for her? She will mend the slit in the flag. Do you hear Kate sing? She can sing and trill like a bird. It is a treat for the boys to hear her sing.

SIXTY-THIRD AND SIXTY-FOURTH DAYS.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp fr tr	sm

NEW STOCK WORDS.	NEW BLEND WORDS.		
day	late	to-day	rings
ring	string	spring	bells
bell	strings	springs	small

This is Dan Ball on his way to school to-day.

Dan will stop at the spring. He has a string and a top in his hand. Will he stop and play with his top? No, he only wants a drink of spring water.

Does he hear the school bell ring? Yes, and he will run to school. He does not want to be late at school.

You can see the small red school house on the hill. Mr. Day is the teacher.

What can Dan do at school?

REVIEW BLENDED CONSONANTS.

bl	br	dr	fl	pl	pr	sl	st	sp	fr	tr	sm

NEW BLENDED CONSONANTS.	NEW STOCK WORDS.
tw	north south east west

NEW BLEND WORDS.

twin	(twit)	bring	heat	winds
twins	(twits)	brings	fruits	

Nan and Dan are twins. They want the boys and girls to come out and play.

Well, Nan, what do you want to play?

We want to play that we are the winds. Dan will be the north wind.

Dan, tell us from where the north wind blows.

The north wind blows from the north, and it is a cold wind. It kills the flowers and makes the birds fly away.

We do not have the pretty birds to sing for us. I do not like the north wind to blow in my face.

Mark will be the east wind.

What does the east wind bring, Mark?

The east wind brings the rain. The boys and girls do not like the east wind. The east wind makes them play in the house.

Mark, can you tell us what is east from us?

Yes, the old red mill is east from us.

Fannie will be the south wind.

Fannie, what do you bring?

I bring the heat, the fruits, and the flowers.

May will be the west wind. She will bring the pretty birds. I like the west wind, for I like to hear the birds sing.

WHAT THE WINDS BRING.

[To be read to the Children.]

Which is the wind that brings the cold?
The north wind, Freddy, and all the snow;
And the sheep will scamper into the fold
When the north wind begins to blow.

Which is the wind that brings the heat?
The south wind, Katy; and corn will grow,
And peaches redden for you to eat,
When the south wind begins to blow.

Which is the wind that brings the rain?
The east wind, Arty; and farmers know
That cows come shivering up the lane,
When the east wind begins to blow.

Which is the wind that brings the flowers?
The west wind, Bessy; and soft and low
The birdies sing in the summer hours,
When the west wind begins to blow.

—Edmund Clarence Stedman.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp fr tr sm tw	sn sk

NEW STOCK WORDS.	NEW BLEND WORDS.
ice very did	skate snail price skates snail's pace

The boys and girls are on the ice.
See how well Fannie can skate.
Can Dan skate? He can not skate very well.
Do not go like a snail, Dan.
That is a snail's pace.

Fannie and Fred will have a race.
They will skate to the flag on the ice.
Fred thinks he can win the race.
Fannie does not think so. Away they go.

Can you see who is at the flag?
I can not see the flag. Did Fred win the race?

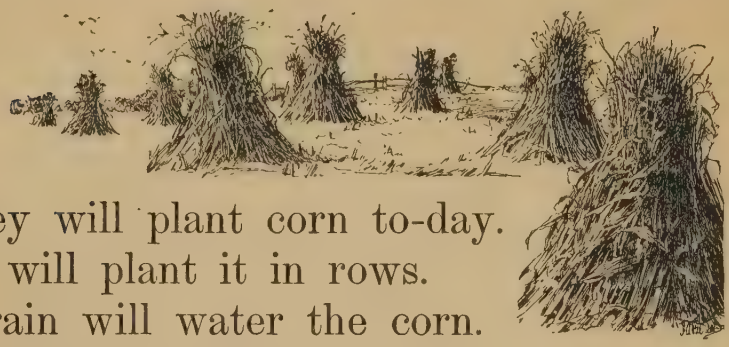
Mark wants to sell his skates to Dan.
Dan will give a good price for them.

SIXTY-NINTH AND SEVENTIETH DAYS.

REVIEW BLENDED CONSONANTS.							NEW BLENDED CONSONANTS.
bl	br	dr	fl	pl	pr	sl	sc
st	sp	fr	tr	sm	tw	sn	

NEW STOCK WORDS.	NEW BLEND WORDS.			
then	ant	plant	rowş	ḡrow
row	(scold)	(scout)	stalk	ḡrowş
talk	(scoldş)	(scouts)	stalks	mice

This man is Fred Ball's father.
Fred likes to talk with his father.
Do you like to talk with your father?



They will plant corn to-day.
They will plant it in rows.
The rain will water the corn.
It will make the corn grow.

The corn will grow to be very tall.
Then the corn will look like this.
You will see the ears of corn.
The ears of corn grow on a stalk.

This is a grain of corn.

Some day Fred will give some of the corn to his horse.

What does Fred see in the row?

He sees a big ant hill. Near the ant hill he sees a nest of little mice.

Will Fred kill the little mice?

No, he will not. He wants the mice to have some of his corn.

The mice like to eat corn.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp fr tr sm tw sn sc	cl

NEW STOCK WORDS.	NEW BLEND WORDS.
cake	Clark clear nice flour (Clark's) clears spice slice

Mrs. Clark will make a cake for the boys. Will wants to see how his mother makes the cake.

Will thinks his mother will take some eggs and flour.

He thinks she will take some spice and some clear water. Can you tell Will how to make a cake?

Mrs. Clark has the cake in a tin pan. It will be a very good cake for the boys. Mrs. Clark will ice the cake to make it look nice.

Dan will like a nice slice of our corn cake. You make corn cake of nice yellow corn flour. Will's father takes the corn to the mill where they make it into flour.

SEVENTY-THIRD AND SEVENTY-FOURTH DAYS.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp fr tr sm tw sn sc cl	gr

NEW STOCK WORDS.	NEW BLEND WORDS.
two eye baby dress	Grace baby's tend grand eyes tends grate years hands

This is our dear baby Grace.
Is she not a pretty baby?
Baby Grace is two years old to-day.

I will give baby a spring flower.
She likes pretty flowers.

How many eyes has baby Grace?

She has two eyes, and they are blue.

How many hands has baby Grace?

She has two hands, and they are very small.

Can baby Grace talk?

She can talk a little. It is only baby talk.

Little Grace likes to play with Dan. Dan likes baby Grace and tends her for his mother. He calls her his dear little girl.

How grand Grace looks in her blue dress. Grace likes to sit and look at the sparks fly out of the grate. She thinks they are little birds.

REVIEW BLENDED CONSONANTS.	NEW BLENDED CONSONANTS.
bl br dr fl pl pr sl st sp fr tr sm tw sn sc cl gr	cr

NEW STOCK WORDS.	NEW BLEND WORDS.
oak three pick put	crow crate (croak) crows crates (croaks) crow's

There are many trees near the home of Grace and Dan.

There are apple trees and pear trees and an old oak tree.

The oak tree is very tall. In the top of the oak tree is a nest. It is a crow's nest. In the nest are three little crows.

Do you know what grows on an oak tree?

Do you know what grows on a plum tree?

There are three plum trees. Dan calls the plum trees his trees. He will pick the plums and put them in crates. He will sell the plums and buy two or three good books.

Grace thinks the apple tree is her tree. She has a play house under the apple tree.

SEVENTY-SEVENTH AND SEVENTY-EIGHTH DAYS.

NEW STOCK WORDS.	NEW BLEND WORDS.
seed orange round	seeds ground

Frank. Is that an orange tree?

Mother. Yes, dear Frank, the tree in that green box is an orange tree. Do you see that some of the oranges are yellow like gold?

Frank. Are all oranges yellow, mother?

Mother. No, my boy, some of them are green. Some day the green oranges will be yellow.

Frank. Do all oranges grow on trees?

Mother. Yes, Frank, all oranges grow on trees.

Frank. Do oranges have seeds like apples?

Mother. Some oranges have no seeds.

Frank. From what do orange trees grow?

Mother. Orange trees grow from orange seeds.

Frank. May I plant an orange seed in the ground?

Mother. Yes, you may. The rain will water it and make it grow.

Frank. Do we eat orange seeds, mother?

Mother. No, Frank, the seeds of an orange are not good to eat.

Frank. This orange is round like my ball. A ball is round, an apple is round, and a plum is round.

NEW STOCK WORDS.

brown	leaves

THE LITTLE BROWN BIRD.

A little brown bird
Has a nest in a tree.
I can see the brown bird,
Can the brown bird see
me?

The brown bird sees the cat;
But the cat cannot see
The little brown bird
And the nest in the tree.

The little brown nest
Of the bird in the tree
Is under the leaves,
And the cat cannot see.

NEW STOCK WORDS.	NEW BLEND WORDS.
said could	grandmother grandfather

"Where is Fred?" said Kate one day.

"I am under the plum tree with grandfather. What do you want, dear Kate?"

"I want you to go to see Mrs. Brown."

"Who is Mrs. Brown?" said Fred.

"She is Frank Green's grandmother. I hear that she is not very well. Mother wants you to take some fruit to her. I want to send her some flowers. You may tell her that I send them to her. Tell her that I will come to see her some day."

"When she is well, I will take her for a drive. It will do her good. She will like that. Could I take her some flowers too?" said Fred.

"How do you do, Mrs. Brown," said Fred. "Do you not know me? I am Fred Ball. I have come to see how you are to-day. Mrs.

Brown, this fruit is from mother; the pretty red flowers are from Kate; and this wind flower is from me.

"Good day, Mrs. Brown, I do not want to be late at school."

EIGHTY-THIRD AND EIGHTY-FOURTH DAYS.

NEW STOCK WORDS.		NEW BLEND WORDS.		
live	pet	farm	pets	around
let	arm	harm	lives	

FRANK AND HIS PETS.

Frank lives on a farm near East Orange. He lives with Mr. Brown.

Mr. Brown lives in an old farm house. The house stands on a hill. There are many trees around it.

On a stand near the house, are many pails and pans. What does Mrs. Brown do with so many tins?

The boy with a pail on his arm is Frank. Frank has many pets. All farm boys like to have pets.

He has two dogs, a big one and a little one. The little one likes to bark. The dogs live in a big dog house.

Frank has a pet cat. It is not a pretty cat. It is a yellow cat. I do not think that yellow cats are pretty. Do you?

Frank likes his pets and his pets like him. He will not let any harm come to them.

Have you any pets at home?

NEW STOCK WORDS.	NEW BLEND WORDS.
leaf find up maple	maples become cup

THE LEAVES.

"Is this a maple tree?" said Mark.

"The trees that you see are maples," said his father.

"How pretty the maples look," said Mark. "What pretty leaves they have!

"I can find many leaves under the trees. Are all leaves like this, father?"

"Take a good look at this maple leaf, Mark. Tell me which face of the leaf is up. Does a maple leaf look like an apple leaf?

"Let us look at the oak leaves. In the spring, the leaves are green. When the cold winds come in the fall, the oak leaves become brown.

"Find me a red leaf. Bring me a green leaf in that cup. See how the wind blows the leaves from the trees!"

HOW THE LEAVES CAME DOWN.

[*To be read to the children.*]

I'll tell you how the leaves came down.
The great tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red,
It is quite time to go to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief;
'Tis such a very pleasant day
We do not want to go away."

So, for just one more merry day
To the great tree the leaflets clung.

Frolicked and danced, and had their way
Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret."
But the great tree did no such thing;
He smiled to hear them whispering.

"Come, children, all to bed," he cried;
And ere the leaves could urge their prayer,
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm,
Should come to wrap them safe and warm

The great bare tree looked down and smiled.
"Good night, dear little leaves," he said;
And from below each sleepy child
Replied, "Good night," and murmured,
"It is so nice to go to bed!"

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—Susan Coolidge.

NEW STOCK WORDS.	NEW BLEND WORD.
shall leave four if stem	stems

Come, Kate, let us play school. I have three apples and you have one apple. They are nice red apples, too. If I give you my three apples, how many apples will you have?

I shall then have four apples.

If I take two apples from you, how many apples will you then have?

I shall have two apples. Two apples from four apples leave two apples.

If I now take two, how many will you have?

I shall not have any apples. Two apples from two apples leave no apples.

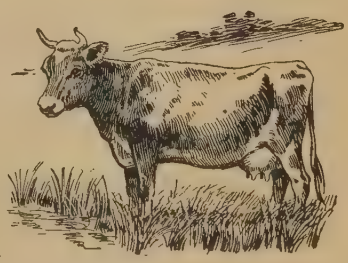
Look at the apples on the tree. Do they have stems?

Yes, I can see the apple stems and the leaf stems too.

EIGHTY-NINTH AND NINETIETH DAYS.

NEW STOCK WORDS.	NEW BLEND WORDS.
cow grass horn milk	cows horns sheep's milkman

THE COW.



What a pretty cow. She stands in the tall grass near the rill.

She likes to stand in the cold, clear water.

There comes Fred with a tin pail. He has come to milk the cow.

Do you like to drink milk? It is good for boys and girls. Good milk will make them grow.

What will you do with that big pail of milk?

I will take it to the house to Mrs. Clark. She will sell the milk to the milkman. She has a big can of milk in the well. It is a cold place for the milk.

What a pretty face the old cow has. Look at her two ears. They are red. How many horns do you see?

She has two small horns. So has the old sheep. The cow's horns are not like the sheep's horns. I have a sheep's horn at the house.

The cow has two eyes, and they are brown, too. I will give her a nice ear of corn.
I will not give her a big apple.
Big apples are not good for cows to eat.

Old cow, old cow, you are a good cow. All the boys and girls like you.

NEW STOCK WORDS.	NEW BLEND WORDS.
buzz flies five six leg wing head	wings legs its

THE FLY.

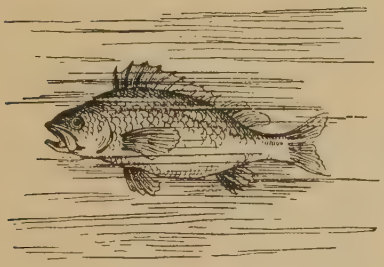
See this big fly. It looks like a horse-fly. Our old cow does not like to hear the flies buzz. They buzz and buzz around her head. Can you hear this fly buzz? How does it make its buzz? It makes it with its wings.

Can this big fly run? How many legs has it? I can see one, two, three, four, five, six. Yes, a fly has six legs. How many wings has a fly? How thin the wings are. Do you think a fly can see? How many eyes has a fly? Are the eyes of a fly red or brown?

Where do flies live when the cold days come?

NEW STOCK WORDS.	NEW BLEND WORDS.
white scale body fish swim	scales fin fins

THE FISH.



Who can tell what lives in the water? I can tell. Fish live in the water.

Can a boy live in the water? Boys live on the land. Dogs and cows live on the land.

Can fish live on the land? No, fish can not live out of the water. What do fish do in the water? They swim in the water.

Let us take a look at the fish Fred has. See how many scales it has on its body. The scales are white. Do all fish have white scales?

No. Some have red scales, some have yellow scales, and some have scales that look like gold.

How many fins do you see on this fish? What do you call the fin on the top of the body? What do you call the fin under the body?

How many eyes do you see? Are the eyes of a fish like the eyes of a bird?

NINETY-FIFTH AND NINETY-SIXTH DAYS.

NEW STOCK WORDS.	NEW BLEND WORDS.
butter why as spot part	spots parts buttercup butterfly buttercups

THE BUTTERFLY.

Boys, see what a pretty butterfly I have. It is not so big as a bird. It is not so small as a fly.

How many wings do you think it has? It has four very thin wings.

What do you see on the wings?

I can see a very pretty spot. I can see many pretty spots. Some of the spots are yellow, some are red, and some are brown.

How many parts to its body do you see? On what part of the body are the wings? On what part of the body are the wings of a fly?

Does this butterfly look like a fly? Can you tell me why we call it a butterfly?

No, boys, it does not make butter. We make butter of milk.

The butterfly likes to play all day. So do some boys. Where can you find a butterfly, Nat?

I can find one on the flowers. There is one on that yellow flower.

The yellow flower is a buttercup. Buttercups are yellow like butter. I will hold this buttercup under your chin. Then I will see if you like butter.

NEW STOCK WORDS.	NEW BLEND WORDS.
black cotton keep after warm hard (oft) boll	warms keeps cotton-gin soft

COTTON.

Frank has a big plant. It is a cotton plant. It grows in the South.

Will cotton grow in the North, father?

No, it will not grow where it is cold. It grows where it is warm. The days are warm in the South.

Father, what is that white ball on the stem of the cotton plant?

It is the cotton boll, Frank. Cotton grows on plants like this. Cotton plants do not grow very tall. The flower of the cotton plant is very pretty.

After the flower comes the boll of soft white cotton. In this cotton boll are many seeds. The soft cotton keeps the seeds warm.

The seeds are not like apple seeds. They are very hard. They are small and black. The leaf is green.

Cotton plants grow from seeds. We plant the seeds in the spring. Come into the house and I will tell you how the cotton-gin takes the seeds out of the cotton.

NINETY-NINTH AND ONE HUNDREDTH DAYS.

NEW STOCK WORDS.	NEW BLEND WORDS.
country field star stripe brave true	country's stars stripes

OUR FLAG.

Our country's flag is a very pretty flag. Our flag is red, white, and blue.

We call it "The Red, White, and Blue." We sing the "Red, White, and Blue" in our

school. "The Stars and Stripes" stands for our dear country.

The red stands for the brave.

The blue stands for the true.

The stripes are red and white.

How many stripes are there in our flag? Why are there so many stripes? How many stripes are red? How many are white?

The field is a pretty blue. How many stars are there in the field of blue?

Each star stands for a state. The red is like this red flower in my hand. The white is like the cotton that Frank has. The blue is like a blue-bell.

Our country's flag is very dear to all of us. Hail to the stars and stripes!

FLAG EXERCISE.

Recitation by a boy.

Breathes there the man with soul so dead,
Who never to himself hath said,
"This is my own, my native land"?

Song by the class.

My country, 'tis of thee,
Sweet land of liberty,
  Of thee I sing;
Land where our fathers died!
Land of the pilgrims' pride!
From every mountain side,
  Let freedom ring.

Recitation by a girl.

(Holding the flag before the class.)

The red is for the brave,
  The blue is for the true,
There are no flags that wave
  Like our red, white, and blue.

Salute by the class.

Let us now salute this beautiful flag, the emblem of liberty and right.

Long may it wave o'er the land of the free and the home of the brave.

Pledge by the class.

I give my hand and my heart to my country;
One country, one language, one flag.

STOCK AND BLEND WORDS USED IN READING LESSONS.

(Blend words in italics)

PAGE		PAGE		PAGE		PAGE		PAGE		PAGE	
19	apple		*mat*		*bats*		*rats*		*ears*		*chill*
	an		*will*		*band*		*dear*		*knows*		*chills*
	it		*Will*		*hats*		*looks*		*Don*		
	is									87	come
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